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## ABSTRACT

California's efforts to satisfy the educational needs of migrant children during the 1969 fiscal year are described in this evaluation report. Of an estimated 80,000 school-age children defined as migrants, 32,800 received services with 1969 funds. The major programs in the California Plan were (1) supplemental assistance to migrant impacted school districts and designated county offices to establish new programs and to strengthen existing educational programs for migrant children and (2) interstate projects to assure continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants. Techniques used to collect subjective data on program effectiveness included questionnaires, opinionnaires, anecdotal records, rating scales, and interview records. Information was obtained on such factors as teacher attitudes toward migrant children, workshop effectiveness, and teacher estimates of pupil growth. Data indicated that most program activities were highly successful in meeting program objectives. The children improved in classroom performance, general attitude toward school, regularity of attendance, and general behavior. Positive steps were taken to improve their general health, nutritional status, morale, self-concept, and peer relationships. Related documents are ED 028 009 and ED 020 831. (JH)

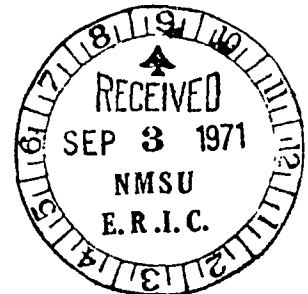
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CALIFORNIA PLAN  
FOR THE  
EDUCATION OF MIGRANT CHILDREN

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EDUCATION & WELFARE  
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Authorized Under Public Law 89-750, Title I  
Elementary and Secondary Education Act of 1965

EVALUATION REPORT  
July 1, 1968 - June 30, 1969



Prepared by:  
Division of Compensatory Education  
Bureau of Community Services  
and Migrant Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION  
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Superintendent of Public Instruction  
Sacramento

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## PREFACE

This report, written in compliance with Federal requirements, describes California's efforts to satisfy the educational needs of migrant children during the fiscal year 1969. It is a progress report on the types of educational activities implemented under Title I of the Elementary and Secondary Education Act, amended in 1966 by Public Law 89-750. Insofar as possible, it chronicles all activities designed to strengthen educational programs for children whose families follow the crops. The results obtained during the period covered by this report are by no means conclusive, however, they reflect an educational commitment, an ever increasing professional sophistication and an encouraging optimism on the part of local school districts, county offices and the State Department of Education.

Financial assistance to school districts who receive migrant children was initiated in the spring and summer of 1967, and continued and expanded in 1968. Of an estimated 80,000 school-age children defined as migrants, 32,800 received services with 1969 funds. While this number represents only a small percentage of the total number of eligible migrant children in the State, every effort was made within the limits of the funds to serve those most in need of assistance.

The emphasis of the California Plan for the Education of Migrant Children is, and will continue to be, on meeting the most pressing educational needs of migrant children through comprehensive and innovative programs. The breadth of future efforts will be limited only by the availability of financial resources.

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Acknowledgment for the preparation of  
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Mr. Ralph Benner and Mr. Jack Beckett,  
Consultants in the Bureau of Community  
Services and Migrant Education, Division  
of Compensatory Education. Dissemination  
of this document to school districts and  
other interested agencies will be  
conducted by their office.

Leo Lopez, Associate Superintendent  
and Chief, Division of Compensatory Education  
California State Department of Education

Ramiro Reyes, Acting Chief  
Bureau of Community Services & Migrant Education  
Division of Compensatory Education  
California State Department of Education

## DISCRIMINATION PROHIBITED

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, the Elementary and Secondary Education Act of 1965, Title I program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

## CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

### I-EXEMPLARY PROJECTS

The California Plan for the Education of Migrant Children was the Project for the State of California under Public Law 89-750, for the 1969 fiscal year. Under this Project, 18 sub-projects were organized to provide services to 32,800 migrant children in 31 counties. The California Plan for the Education of Migrant Children was operated by the California State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education, with the cooperation and assistance of 184 school districts and 31 county superintendents of schools.

The California Plan for the Education of Migrant Children consisted of two major programs:

- I. Supplemental assistance to migrant impacted school districts and designated county offices to establish new programs and to strengthen existing educational programs for migrant children.
- II. Interstate projects to assure continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants.

### SUPPLEM

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## SUPPLEMENTAL ASSISTANCE

Provision was made to serve migrant children in all areas of the State where major impactations of migrants occurred. The State was divided into seven multi-county regions to facilitate the administration of these services. Within each of the regions, one or more county superintendents of school and/or local school districts submitted proposals to provide supplementary educational and ancillary services in migrant impacted districts within a specified geographic area. Fourteen of these proposals were approved and funded.

Eleven of the proposals provided supplementary educational services both during the regular school year and for summer school programs, while three provided for services during the school year only. Direct service activities were limited to the six months or less of highest impaction of migrants in the area served by the project. A system of service agreements specified the most pressing unmet needs of migrant children and the activities to be provided to meet these needs in each participating local school district.

#### SUPPLEMENTAL ASSISTANCE - Continued

All programs provided for services to children which were over and above those services provided through district or other funding sources. Each program was designed to include instructional activities, health and welfare services, pre and inservice education of professional and paraprofessional personnel, and supportive services.

The California Plan for the Education of Migrant Children can serve as an example to other large migrant states with widely dispersed migrant populations.

## MINI-CORPS

The California Migrant Teacher Assistant Mini-Corps was continued and expanded to provide for training and employment of 280 college students in five of the State's seven regions. Students in the Mini-Corps were given two weeks of intensive preservice training, part of which was combined with inservice education for the teachers with whom they were to work.

Following training, the students were employed as teacher assistants in 63 school districts. In addition to their work as instructional aides, Mini-Corpsmen assisted in programs in camps after school hours; worked as community aides with parents, and assisted in programs in English as a second language and in informational programs concerning the services available in the area for migrant families. They played a major role in the afternoon portion of the inschool programs of physical education and recreation activities, arts and crafts, and instruction in Spanish.

This program is exemplary as a means of providing a pool of young, eager, well-trained paraprofessionals who expect to become teachers.

## PRESCHOOL AND DAY CARE

A contract was negotiated between the State Department of Education, the State Department of Social Welfare, and the State Office of Economic Opportunity to provide a multi-funded program of preschool education and child care in the 22 publicly operated migrant family housing centers in the State. The contract provided that the program would be administered by the State Department of Education, Division of Compensatory Education, Bureau of Community Services

and Migrant Education. The program was funded by Social Security Act Title IV-B, Part C, Subpart 2, of Economic Opportunity Act funds. It was a program of child care for children under the age of five years of age, and were used for a full-time program. The total cost was at least twelve hours per week for the year that the child was in the school program in the academic, physical, and psychological development of 1 to 5 years of age.

This program was a result of multi-agency cooperation with children.

Within the proposed program, the agencies were expected to provide the following:

## MOBILE DENTAL

Complete dental examination of migrant children. A contract was negotiated with the State School of Dentistry to provide mobile dental van facilities, which would be used for housing centers in August and September. The dentist and ten dental assistants from the University of California, San Francisco, were available for examination and treatment. All carious teeth

Teacher Assistant Mini-Corps  
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## DAY CARE

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program of preschool education  
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the State. The contract  
would be administered by  
Education, Division of  
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and Migrant Education. Funds available through the  
Social Security Act, Title IV, and the State Office  
of Economic Opportunity were utilized to carry on  
a program of child care for children two to five  
years of age, and funds provided under Title I  
were used for a four-hour preschool education  
program. The total program provided services for  
at least twelve hours per day, six or seven days  
per week for the approximately six months per  
year that the centers were kept open. The pre-  
school program included activities to enhance  
the academic, psychological, social, and physical  
development of 1,562 children three to five  
years of age.

This program was exemplary in demonstrating means  
of multi-agency funding of programs for migrant  
children.

Within the proposals submitted by local education  
agencies were exemplary activities such as the  
following:

## MOBILE DENTAL CLINIC

Complete dental services were provided for 1,306  
migrant children in one 3-county region through  
a contract with the University of California  
School of Dentistry. The University provided a  
mobile dental van, including X-ray and laboratory  
facilities, which was located in migrant family  
housing centers for 12 weeks during June, July,  
and August. The van was manned by a supervising  
dentist and ten dental interns from the  
University. Each child was provided a dental  
examination and fluoride treatment of the teeth.  
All carious teeth were repaired or, if beyond

#### MOBILE DENTAL CLINIC - continued

repair, were extracted. A few children required as many as five appointments in order to complete the dental work needed.

### LANGUAGE DEVELOPMENT

Most of the participating districts gave a high priority to programs in oral language development and English as a second language. Evaluations of these programs indicate observable language improvement, greater ease in the classroom environment, and increased participation in all areas of instruction on the part of migrant students.

### HEALTH SERVICES

Health services were a part of all programs, and were designed to supplement services available through other sources. Most of the programs provided some treatment of severe health problems, and a few provided extensive medical and dental care. Nutrition was provided mainly in summer school programs, since migrants participate in school lunch programs available in the schools during the regular term. In a number of the projects, breakfast, as well as lunches and between-meal snacks, were served.

### HOME-SCHOOL-COMMUNITY LIAISON

Home-School-Community liaison services were emphasized in all programs. These involved the employment of bilingual aides to enhance communication between migrant parents, who have a limited command of English, and the schools.

They proved very effective in identifying migrant relations between migrant and non-migrant students. This effort resulted in improved attitudes toward school students.

### INTERSTATE AGREEMENTS

Two exemplary interstate agreements for Teacher Institutes for the Interstate Record.

### MIGRANT TEACHERS

The Institutes for migrant teachers provided for an intensive study in principles, problem-solving, teaching migrant children, and school districts cooperation. The course was offered at state colleges, and a session of two weeks supervised practical experience in the summer program in the state concluded with a two-day campus at the end of the year. 250 teachers, including those from other states, participated.

The program differed from the previous year in that it was combined with the Teacher Assistant Migration Project on ways the two groups

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## UNITY LIAISON

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the schools.

They proved very effective in helping to locate and identify migrant children, and in improving relations between migrant parents and the schools. This effort resulted in better attendance and attitudes toward school on the part of migrant students.

## INTERSTATE ACTIVITIES

Two exemplary interstate activities were the Teacher Institutes for Migrant Education and the Interstate Record Transfer Project.

## MIGRANT TEACHER INSTITUTE

The Institutes for teachers of migrant children provided for an intensive course of instruction in principles, problems, and practices of teaching migrant children, for teachers in school districts cooperating in the California Plan for the Education of Migrant Children. The course was offered at five California state colleges, and consisted of an on-campus session of two weeks duration, followed by supervised practical experience during the summer program in the cooperating schools. It concluded with a two-day critique on the college campuses at the end of the summer. A total of 250 teachers, including several from other states, participated in the program.

The program differed from the Institute conducted the previous year in that much of the instruction was combined with that provided for the Migrant Teacher Assistant Mini-Corps. Emphasis was placed on ways the two groups, and other paraprofessionals

### MIGRANT TEACHER INSTITUTES - Continued

could work together to benefit migrant children. Experiences with the program led to planning which will combine the two programs in the future.

The Institute sessions and resulting changes in the effectiveness of the teachers were evaluated by the instructors, participating teachers and their school administrators. A significant improvement in attitude and in degree of effectiveness was noted in a majority of the participating teachers.

### MIGRANT RECORD TRANSFER

Another project with major interstate implications was developed for implementation of the Uniform Migrant Student Record Transfer System. This project enables California to develop an entirely new set of procedures for the manual operation of state record depositories. An instruction manual was developed and distributed to all cooperating states. A users' manual for the Uniform Migrant Student Transfer Record was also developed and distributed. This manual was produced in the form of a programmed text to instruct users in correctly completing the forms and manually transferring them between schools and states. A series of workshops for project personnel were held in all regions of the State to introduce the new system and instruct clerks, aides, teachers, and nurses in the use of the new instruments. Personnel were made available to other states for conducting similar workshops.

Work was also continued to of the system in an automa the systems work necessary and implementation of the was completed under this p

The new Migrant Record Tra with a significant degree percent of records request are available for transfer as does the number of such

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Work was also continued toward the implementation of the system in an automated mode. Much of the systems work necessary to the establishment and implementation of the National Depository was completed under this project.

The new Migrant Record Transfer System has met with a significant degree of success. The percent of records requested by schools which are available for transfer continues to increase as does the number of such requests.

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## II-CHILDREN SERVED

- A. The California Plan for the Education of Migrant Children was planned to serve an estimated 43,345 children, divided into class groups as follows:

Preschool	2,555
Kindergarten	3,700
Grades 1 through 6	29,000
Grades 7 through 12	7,520
Ungraded	570

The number of children actually served in the program was somewhat below estimates at all grade levels. Several factors contributed to this situation. The first of these is related to the amount of funding which was made available. The shortage of funds necessitated the limiting of program duration to the six months of greatest impaction in each region. Since a very large number of migrants in California are crop specialists, many children of those who work in occupations which occur at times other than the major peaks of employment, were not served. Secondly, the peak of migrant employment in California occurs from August through October. During this period the schools are undergoing the transition from one school year to the next, and are least able to seek out and serve migrants. Many of those who remain in one location for relatively short periods are missed. Related to their rapid movement is the failure of many migrant parents to enroll children in school when they know they will only remain in the district for another few days. Many interstate migrants

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- B. A total of by the pr preschool 21,638 ch 1 through through 1

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who work in summer crops in California  
prefer that their children who are old  
enough to work do so to increase the  
family income. Since attendance in  
summer schools is not mandatory, many  
of these children are not reached.

B. A total of 32,797 children were served  
by the program. These included 1,562  
preschool children, 3,577 in kindergarten,  
21,638 children in elementary grades  
1 through 6, and 6,020 in grades 7  
through 12.

C. Identification of migrant children in  
California is a process involving  
school personnel, project personnel,  
migrant parents, and other members of  
the community. The process utilizes  
school records, community surveys, and  
interview techniques to identify children  
who fit the following definition of an  
eligible migrant child:

A migratory child of a migratory  
agricultural worker is:

"a child who has moved with his  
family from one school district to  
another during the past year in  
order that a parent or other member  
of his immediate family might secure  
employment in agriculture or in  
related food processing activities."

For the purpose of identifying children  
of migratory agricultural workers the  
following definition was used:

## II - CHILDREN SERVED - Continued

A migratory child of a migratory agricultural worker is defined as:

1. A child whose parent, guardian, or other person having custody is defined as a migratory agricultural worker; and
2. Who due to a change in the location of his parents' or guardian's employment, moves from one school district to another in the course of each year; and
3. Whose school attendance during the regular school term is interrupted or curtailed because of this change of residence, or who is a temporary resident of a district other than that in which he regularly attends school.

When a child is identified as an eligible migrant, he is entered into the Uniform Migrant Student Record Transfer System. A student enrollment transmittal is completed and transmitted to the State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education. A uniform migrant student transfer record is then begun.

## III-GRADE B

- A. A variety of methods are used to evaluate children in the school. These include all migrant children entering the regular school. These include participating methods and migrant students as those used in entering the school. These include schooling, mathematics, language use, and use of teachers' data.

### III-GRADE PLACEMENT

- A. A variety of procedures were used to evaluate children for grade placement in the schools which they attend. Since all migrant children are integrated into the regular schools and classes of participating school districts, the methods and procedures used for placing migrant students are largely the same as those used for resident students entering the schools for the first time. These include records of previous schooling, age, appraisals of reading and mathematics achievement, and oral language usage. Subjective judgments of teachers and administrators may be used to supplement the available objective data.

## IV-TEACHER-PUPIL RATIO

- A. Since migrant children in California are integrated into the regular schools of the participating local school districts and no classroom teachers are provided through the California Plan for the Education of Migrant Children, it is not possible to compute a meaningful teacher-pupil ratio for this program. Specialist teachers are provided through the program to conduct small group and individual instruction for migrant students in such areas as oral language development, English as a second language, special tutorial programs, remedial reading and the like. Five hundred sixty-two such teachers were employed during FY-69. In addition, 1,357 aides and 326 other non-instructional personnel served the needs of migrant children.
- B. Changes in basic curricula cannot be related to changes in teacher-pupil ratio in this program. Rather supplementary curricula in the areas of language development, English as a second language, and remedial reading were superimposed upon the basic curricula to enlarge and enrich the exposure of migrant children to subject matter in these areas.

## V-INTER-RELATIONSHIP WITH THE REGULAR TITLE I

A. All educational programs operated within the California Plan for the Education of Migrant Children are required to be supplementary to, and to complement all other programs available in the district, including those provided under regular Title I. It should be noted that in many districts, however, most of the migrant children are not eligible to be served by regular Title I programs. The amount of funds allocated to California for regular Title I programs is far too small to meet even the most pressing educational needs of disadvantaged children. In large school districts, this has resulted in the designation of target areas where the highest concentrations of low income families reside. For the most part, except in smaller rural districts, agricultural workers tend to reside outside of these high concentration target areas and thus are not eligible for regular Title I services. Since many of the most pressing educational needs of migrant children are similar to those of resident disadvantaged children, the larger districts have tended to provide similar services for the two groups through the two funding sources. In smaller districts, however, migrant children are often found among the target population for regular Title I. These districts have been able to include some of the migrant children in the regular Title I program and provide additional services with migrant funds.

B. Many school districts utilize some of the same facilities and equipment for both programs. Costs in the two programs are prorated between the two. Inservice training for teachers has been made available to teachers in both programs. Teachers and administrators given special assignments in the Migrant Teacher program have been widely utilized in both programs.

## RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

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- B. Many school districts have been able to utilize some of the same personnel, facilities and equipment for both programs. Costs in these cases are prorated between the two programs. Inservice training for personnel has been made available to those employed in both programs. Teachers and administrators given special training in the Migrant Teacher Institutes have been widely utilized in these inservice programs.

## VI-COORDINATION WITH OTHER PROGRAMS

A. A wide variety of Federal, State, County and local resources were employed in order to provide comprehensive services to migrant families in California. Federal funds supported programs under Titles I, III and V of the Elementary and Secondary Education Act, Titles III and V of the National Defense Education Act, the Economic Opportunity Act, the Vocational Education Act, the Social Security Act, the Migrant Health Act, and others. Programs funded with State monies provided relocatable school housing for migrant impacted school districts, preschool education and children's centers, and regular support to schools. The State Office of Economic Opportunity provide programs of employment, health, education, housing, legal services, consumer education and community organization. Counties provided programs through Departments of Public Health, Education, Public Welfare, and Housing. Many local community and service organizations also contributed to programs for migrants.

B. In all areas of the State in which the California Plan for the Education of Migrant Children operated, an intensive effort was mounted to coordinate all programs providing services to migrant families. The effort focused on establishing the most comprehensive program of services to migrant families possible, while avoiding duplication of services by the participating agencies. In each county, a migrant education advisory committee was established under the leadership of the county superintendent of schools.

Those committees of the agencies, county providing served as coord

At the State level, the State Department liaison with other with statewide programs for mig

C. An agreement was the California State Education, Division of Education, Bureau and Migrant Education for operation of Preschool program farm labor camps agreement were to Economic Opportunity of Social Welfare of Education.

A combination of which resulted in for the funding period May 1, 19 The agreement called to guidelines of well as Federal Requirements. G Preschool Education for the preschool



## N WITH OTHER PROGRAMS

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Those committees, composed of representatives  
of the agencies and organizations in the  
county providing services to migrants,  
served as coordinating body.

At the State level, personnel of the  
State Department of Education provided  
liaison with other State agencies and  
with statewide organizations who had  
programs for migrants.

- C. An agreement was entered into which gave  
the California State Department of  
Education, Division of Compensatory  
Education, Bureau of Community Services  
and Migrant Education, sole responsibility  
for operation of all Migrant Day Care/  
Preschool programs in the State's 22  
farm labor camps. Parties to this  
agreement were the State Office of  
Economic Opportunity, the State Department  
of Social Welfare, and the State Department  
of Education.

A combination of funding was agreed upon  
which resulted in a total of \$1,584,000.00  
for the funding of the program for the  
period May 1, 1969, through June 30, 1970.  
The agreement called for program conformance  
to guidelines of each funding agency as  
well as Federal Interagency Day Care  
Requirements. Guidelines for Compensatory  
Preschool Educational Programs were followed  
for the preschool aspect of the program.

## VI - COORDINATION WITH OTHER PROGRAMS - Continued

In conformance with this agreement, total day care services were provided to migrant children from two through five years of age, with a four-hour preschool instructional period for the three to five age group. In addition, a variety of necessary services were maintained at all centers. Nutrition was upgraded by the breakfast, lunch, and morning and afternoon snacks. A diet equivalent to the Class A School Lunch Program was provided.

Health services were provided every child, with a health screening prior to, or immediately after, enrollment at the center. Eye and hearing, TB and other tests were administered. Any deficiencies discovered were referred to the family and, where necessary, to a physician or dentist.

- D. Although a high degree of coordination and cooperation has been achieved and maintained between the various agencies and organizations serving migrants in the State, some problems are developing for which no easy solutions appear available. These problems, which prevent the highest level of program coordination between organizations, involve differences in guidelines, regulations, policies and definitions.

In spite of the large number of programs providing services to migrants in California and the quality of service provided, the problems facing migrant families and migrant children can be treated only superficially

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## PROGRAMS - Continued

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with the funds available. Problems of  
continuity of special educational  
services to migrant children still exist.  
Many children suffer from health and  
nutritional handicaps and from inadequate  
early childhood educational experiences.  
Additional funding for programs for two,  
three and four year olds is badly needed.

The present level of funding allows only  
those areas of the State which have major  
impactions of migrants to participate in  
the program; therefore, it was possible  
to conduct programs in only 184 of  
California's 238 school districts with  
known migrant populations. As a result,  
many migrant children were not benefited  
by the direct services provided under  
the California Plan for the Education of  
Migrant Children.

## VII-INSERVICE TRAINING

- A. Inservice training of staff was implemented at three levels within the California Plan for the Education of Migrant Children. State sponsored projects for the training of teachers and aides were carried out through the Institutes for Teachers of Migrant Children and the California Teacher Assistant Mini-Corps. Each of these projects included a two-week intensive preservice training workshop conducted with the assistance of five California state colleges, and employing the services of both college staff members and outside consultants. Both of these programs included six weeks of supervised practicum during the period of employment of participants in the project. College staff, as well as project supervisory personnel, met with these groups weekly during the summer to critique methods and materials, and for planning of classroom activities. Both teachers and Mini-Corps aides were assembled at the end of the program for further critique and evaluation of the work accomplished.

Each of the regions carried on additional inservice activities, primarily during the school year. These took the form of a series of short workshops for teachers primarily concerned with principles of teaching the migrant child and with special instruction in the use of supplemental curriculum materials and equipment. Additionally, some regions

sponsored by other persons or colleges in

Local school workshops and project personnel use of materials as applied

- B. There was a planning of involving teachers and Oregon.
- C. Instructional materials and designed to practical examples materials and students. Consultants and suppliers in presenting
- D. Due to California the migrant of curriculum other than Teachers were used in would supplement children attending the school year
- E. California districts

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sponsored course work for aides and other personnel, offered in community colleges in the region.

Local school districts provided meetings, workshops and supervisory assistance to project personnel, directed toward better use of materials, equipment, and methods, as applied to teaching migrant children.

- B. There was a limited amount of interstate planning of inservice training, mainly involving the States of Texas, Arizona, and Oregon.
- C. Instructional staff were given training in the use of supplemental curriculum materials and equipment through workshops designed to provide instruction and practical experience in the use of the materials and equipment with migrant students. Curriculum specialists, and consultants provided by publishing houses and suppliers of equipment, were utilized in presenting the training.
- D. Due to California's unique position in the migrant stream, little use was made of curriculum materials from states other than Texas. Materials from Texas were used in planning programs which would supplement those experienced by children attending schools there during the school year.
- E. California did not participate on a regular

## VII - INSERVICE TRAINING - Continued

basis with other states in a teacher exchange program during fiscal year 1969. Experience with the program in previous years indicated that little value to the program had accrued from participation. A very small number of teachers from Texas were employed in project schools during the summer months, but certification requirements and other problems precluded any large scale participation.

## VIII-NON-PUBLIC SCHOOLS

- A. No migrant children in the California Public Education of Migrant Children attending non-public schools at the time that they received their education. The number of non-public schools decreased significantly and for the most part have long waiting lists who by definition are in one community, so to non-public schools.

It is possible that migrant children, who attend public schools in California may have participated in California public schools. The number of such children is insignificant.

## VIII-NON-PUBLIC SCHOOL PARTICIPATION

- A. No migrant children who participated in the California Plan for the Education of Migrant Children were attending non-public schools at the time that they received services. The number of non-public schools has decreased significantly over the past and for the most part, those remaining have long waiting lists. Migrants, who by definition rarely remain long in one community, seldom gain admission to non-public schools.

It is possible that a few interstate migrant children, who attend non-public schools in their home-base state, may have participated in summer programs in California public schools. The number of such children appears to be insignificant.

## IX-DISSEMINATION OF INFORMATION

- A. California has used a variety of techniques for the dissemination of information and materials on an interstate basis. Memos and publications developed in California have been distributed to state education departments of cooperating states. Copies of exemplary curriculum materials developed in California for use with migrant children have also been distributed.

Conferences have been held with representatives of other states for exchange of information and for planning of interstate cooperative activities and programs. Several persons from other states have participated in California's summer workshops for the training of migrant education personnel.

The Chief of the Bureau of Community Services and Migrant Education has served as Chairman of the Interstate Committee on Record Transfer and the Committee for the Development of Program and Evaluation. Technical assistance has been provided these committees and the several states in fulfilling their purposes. The committees have met quarterly throughout the year.

- B. Techniques used for interstate dissemination of information have also been used within the State. In addition, State Department of Education staff members have participated in numerous preservice and inservice education programs throughout California.

Regular bi-monthly personnel response sessions of programs in all areas have been held to discuss project meetings were conducted in all project areas of the State. Personnel might be involved in inter-regional visits. Consultants have been used in all project areas for information and planning, program content, methods, and program evaluation.

Two sixteen millimeter films in color are available for distribution. "Abre la Boca" was developed with the University of Dentistry and is a mobile dental unit for migrant children in the Central Valley during the summer. The other, entitled "California Migrant Mini-Corps. Film" tells the story of the California Migrant Mini-Corps. Film continue to be shown throughout the country.



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Regular bi-monthly meetings of personnel responsible for the conduct of programs in all areas of the State have been held throughout the year. These meetings were conducted in different areas of the State in order that project personnel might have opportunities for inter-regional visitation. In addition, consultants have conferred with personnel in all project areas to disseminate information and materials on program planning, program development and content, methods of operation, and program evaluation.

Two sixteen millimeter sound motion Pictures in color were produced and are available for distribution. One, "Abre la Boca" was produced in cooperation with the University of California School of Dentistry and depicts the operation of a mobile dental laboratory which served migrant children in the San Joaquin Valley during the summer of 1969. The other, entitled "The Mini-Corps", tells the story of the work of the California Migrant Teacher Assistant Mini-Corps. Films previously produced continue to be shown widely throughout the country.

## X-COMMUNITY INVOLVEMENT

- A. Migrant parents participated in the program to the fullest extent possible.
- B. Parents of participating children served as members of school district advisory committees. A citizens' advisory committee, including parents of participating children, was a requirement for all local school districts participating in the California Plan. These committees advise school districts in:
  - 1. Developing programs in cooperation with existing community action programs in their locality.
  - 2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children.
  - 3. Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs.
  - 4. Acting as a hearing board for any individual or group who may want to propose additions to, or changes in, the school district's proposed compensatory programs.

In addition to their functions as members of advisory committees, parents are employed as aides and in other non-professional positions by school districts

and regional to participate variety of activities in the classroom

- C. Parents were involved through the activities outlined in B
- D. The utilization of California Plan except as the community action has been changed activities in migrant families of organized